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ABSTRACT

Instructional objectives of the Dade County Public Schools Quinmester Program in introductory Latin focus on the development of vocabulary, pronunciation, greetings, and numbers and songs. Other grammatical structures include nouns, verbs, and English derivatives. An introduction to classical mythology is included. Appendixes contain a short story with exercises and a series of transformation drills for first-year students. (RL)

ED 060766

AN INTRODUCTION TO LATIN

Part 1

7513.01

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DIVISION OF INSTRUCTION
Dade County Public Schools
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COURSE DESCRIPTION

Pronunciation, greetings, numbers and songs are stressed in this first quin of Latin study. Students will be introduced, of course, to nouns, verbs and their uses. Simple Latin stories will be read, and Latin vocabulary with special emphasis on English derivatives will be studied. A fascinating element of the course is the introduction to classical mythology.

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BROAD GOALS AND PERFORMANCE OBJECTIVES

Broad Goal:

The study of Latin in this course is to introduce the student to the basic functions of the language and to create a desire to learn and the ability to appreciate the historical and cultural values of Rome and its continuing contribution to Western civilization.

Performance Objectives:

These minimum objectives will be met with 70% proficiency by a majority of the students unless otherwise specified.

I. Listening Skills: According to his levels of maturity and achievement, the pupil will show by overt and/or spoken reaction his understanding of the target language spoken at the same tempo as used in class.

A. Given a direction in Latin, the student will perform accordingly.

B. Asked questions relating to himself, the learner will answer in English.

C. Dictated a Latin vowel or syllable, the learner will write the proper letters.

II. Speaking Skills: According to his levels of maturity and achievement, the pupil in a manner acceptable to the teacher, will:

A. Imitate a line of oral Latin. Given a line or phrase, the learner will imitate with 90% accuracy.

B. Discriminate among sounds and pronounce them. Given the written diphthongs, the learner will sound them with 90% accuracy.

C. Speak in words or phrases.

1. Directed to count from 1-10, the learner will do so with 95% accuracy.

2. Given any noun of the first or second declension, the learner will recite the paradigm.

D. Answer questions about himself. Asked any questions previously taught, the learner will respond intelligently to six out of ten.

E. Answer questions relative to the material taught. Asked any question previously taught, the learner will respond intelligently to six out of ten.

III. Reading Skills: According to his levels of maturity and achievement, the pupil orally or in writing will:

A. Read with proper classical pronunciation. Given any number of sentences taken from material taught, the pupil will read 75% accurately.

B. Translate a simple story. Given a simple story with content and structure comparable to that taught, the student will translate into acceptable English.

C. Comprehend a Latin story not previously studied. Given a story with very little NEW vocabulary and structure, the student will answer in English six out of ten questions asked.

D. Recognize grammatical elements in a sentence. Given ten sentences, the student will identify in five, the various elements such as subject, predicate nominative, direct object, object of preposition, indirect object and possessive.

E. Identify the proper case of grammatical elements in a sentence. Given ten sentences, the student will identify in five of them, the case of the various elements.

F. Recognize English vocabulary from Latin root words. Given a list of ten English words, the student will correctly identify five Latin root words from which the English is derived.

IV. Writing Skills: According to his levels of maturity and achievement, the pupil will:

A. Syllabicate and accent any given Latin word.

B. Write the paradigm of any noun of the first or second declension.

C. Conjugate any verb of the first or second conjugation in the present, imperfect or future tenses.

D. Complete the conjugation of sum or possum, in the present, imperfect or future tenses, when given any forms of the verbs.

E. Write or identify the present infinitives of the first and second conjugations and identify the present stem.

F. Write the singular and plural imperatives, when given the infinitive of any verb of the first or second conjugations.

V. Values and Behavior Patterns of the Target Culture: According to his levels of maturity and achievement, the pupil will:

A. Recognize similarities and differences between the American culture and Roman culture as evidenced by a written enumeration and description of three in each category.

B. Identify five features of the geography of the Roman World.

C. Describe three myths or legends of the Roman culture when given five from which to choose.

VI. Attitudes: The pupil:

A. States various reasons for studying Latin

B. Pursues actively further study of Latin and Roman culture, as evidenced by seeking additional knowledge, joining the Latin Club, collecting evidence of classical influence on modern life, etc.

C. Signs up for further courses of Latin.

COURSE CONTENT

I. Pronunciation of Classical Latin

A. Latin alphabet

B. vowel sounds

C. diphthongs

D. accent

E. syllabication

II. Vocabulary

A. Latin vocabulary from stories read

B. English derivatives from Latin root words

III. Latin numbers from 1-10.

IV. Nouns

A. First and Second Declensions

B. Case usage

1. Nominative

a. subject

b. predicate nominative

2. Accusative

a. direct object

b. with some prepositions

3. Ablative -- with prepositions only

4. Dative -- indirect object

5. Genitive of possession

V. Verbs

A. Present, imperfect and future tenses of the first and second conjugations.

B. Present, imperfect and future tenses of <u>sum</u> and <u>possum</u>

C. Present active infinitives and present stem

D. Positive imperative, both singular and plural

VI. Reading which will vary depending on the book used, but generally, they are on either Roman life or Mythology.

SUGGESTED PROCEDURES

1. Pronunciation should be taught by recordings or tapes unless the teacher has an outstanding pronunciation.
2. Greetings, numbers and conversation should be taught orally first.
3. Grammar may be taught either orally or written from text, dittoed sheets, in context of stories, etc. Examples should be given constantly and comparison to English made where applicable, for example, the irregular conjugation of the verb, to be, in English.
4. Students should read stories aloud, then translate so both pronunciation and translation skills can be checked.
5. Students should give synopses of verbs whenever possible. See Appendix A for Verb Study Sheet.
6. After reading a story, the students should be asked to identify case and usage of nouns and any other pertinent information on forms in the sentence.
7. Transformation drills can be used to teach singular and plural forms of both nouns and verbs. For examples, see Appendix B.
8. References to English derivatives of Latin vocabulary make the Latin words easier to remember. Give both Latin to English and English to Latin in quizzes. Students enjoy a review of vocabulary in a sort of "Spelling Bee" routine, with two teams. Give words to both sides and see who can last the longest. This can be done for English derivatives as well as Latin vocabulary.

There is a game, similar to Bingo, available from the Junior Classical League called L-A-T-I-N, which is good to play for vocabulary review.

9. Students should be given cultural material in any way the teacher sees fit in an effort to stimulate interest. (See Expansion of Materials) For example, a transparency of a Roman house can be made easily to teach the names of rooms.

10. Get beginning students involved in a Latin Club and begin preparation for the local and state Forums.

11. Give original reading material from time to time with comprehension questions in English. Students do not need to translate everything, as one of the major aims is reading Latin for the sake of Latin, not just for translation. If they can glean the sense of the material the goal has been attained.

12. Encourage the students to look for examples of Roman culture in their reading, television, etc. Notes can be kept on their findings.

13. The material covered in this course is taken from the following sources:

    A. approximately the first four units of Using Latin I.

    B. the first two or three units of Latin for Americans.

    C. the first ten units of Our Latin Heritage.

SUGGESTED EXPANSION OF MATERIALS

1. The teacher can stimulate interest by giving some conversational phrases to be used daily. These should by taught by the audiolingual approach used by modern foreign languages. For example:

   A. Salve magistra/magister.

   B. Quid agis/agitis hodie?

   C. Satis bene, gratias, et tu?

   D. Quid est nomen tuum?

   E. Nomen meum est _____.

   F. Ubi est _____?

   G. _____ abest/adest.

   H. Claude januam!

   I. Aperi januam!

   J. Aperi fenestram!

   K. Scribe Latine!

   L. Lege Latine!

   M. Responde Latine/Anglice!

   N. Scribe in tabula!

   O. Si placet. Gratias tibi ago.

   Many more examples of these conversational phrases can be found in most Latin books.

2. Mention should be made of adjectives and adverbs, but it is suggested that detailed study be delayed until the following course.

3. The teacher should cover cultural material regularly as this is interesting to the students and will reflect in the attitudes shown toward the language. It is suggested the teacher emphasize a different element of culture in each quinmester course. For

example, Latin I, course 1 could emphasize archaeology; Latin I, Course 2, the Roman family; Latin I, Course 3, Roman architecture; Latin I, Course 4, Roman customs, foods, clothing, etc. This would provide a good basis for Latin II, Courses 1-4 which would emphasize Roman government and law, Julius Caesar and contributions to American life. These could be taken in any order, of course, but listings in the Reference Section of this Course will deal mainly with archaeology.

Archaeology has been extended to include the geographical location of the Roman World, Pompeii and Herculaneum, volcanoes in general and excavations in Rome itself and elsewhere in the Empire.

SAMPLE EVALUATION

Instrument for measuring performance objective IB

Answer these questions or follow the directions given.

A. Salve magistra/magister.

B. Quid agis/agitis hodie?

C. Satis bene, gratias, et tu?

D. Quid est nomen tuum?

E. Nomen meum est _____.

F. Ubi est _____.

G. _____ abest/adest.

H. Scribe in tabula!

Instrument for measuring performance objective IIA

You will hear a sentence in Latin. In the pause provided repeat what you have just heard.

1. Gallia est divisa in tres partes.

2. In omni rē imitationem vincit veritas.

3. Vita vinum est.

4. Juvenis ā taurō capitur.

Instrument for measuring performance objective IIC1

As each number is shown to you on a flash card, pronounce that number in Latin.

Instrument for measuring performance objective IIIC*

Read the Latin story until you understand it; then write English answers to the questions below the story.

* From Test Booklet, Using Latin I.

THE GIFT OF FIRE

Incolae Italiae adorabant lunam et stellas et deos et deas silvarum. In aris deorum et dearum erant flammae perpetuae. Incolae dicebant, "In terra Prometheus est deus flammarum. Prometheus incolas terrae amat. Quod terra est frigida, deus Prometheus flammas de regia deorum surripit. Dat flammas incolis terrae. Nunc incolae terrae flammas in aris et in casis habent."

1. What/Whom did the inhabitants of Italy worship?
2. What kind of flames were on their altars?
3. Who was the god of flames?
4. What feeling did the god of flames have for the earth's inhabitants?
5. What did he do for them?
6. Why did he do it?
7. What was the result of his action?

Instrument for measuring performance objective IIIE

In the story above, identify the case usage of each underlined noun.

1. Incolae
2. lunam
3. in aris
4. flammae
5. deus
6. flammarum
7. de regia
8. incolis
9. terrae
10. flammas

Instrument for measuring performance objective IVA

Copy the following words. Break them into syllables. Put the accent mark on the proper syllable.

1. lacuna
2. antiqua
3. aqua
4. periculosa
5. dictator

Instrument for measuring performance objective IVB

Write singular and plural paradigms of the following nouns;

1. luna
2. deus
3. caelum
4. ager
5. bellum

Instrument for measuring performance objective IVC

Write synopses in the present, imperfect and future tenses in the given person and number.

Present	Imperfect	Future
1. amo, amare, in 1st person singular		
2. habito, habitare in 2nd person singular		
3. habeo, habere in 3rd person singular		
4. moneo, monere in 1st person plural		
5. specto, spectare in 2nd person plural		
6. maneo, manere in 3rd person plural		

Instrument for measuring performance objective IVC, IVE

Match the following verb forms with the column on the right:

1. rogabunt	a. infinitive
2. curatis	b. persent tense
3. appellabat	c. imperfect tense
4. eram	d. future tense
5. necare	
6. docebamus	
7. habere	
8. navigabit	
9. das	
10. vastare	

Instrument for measuring performance objective IVD

Fill in the missing forms of <u>sum</u> and <u>possum</u> in each of the tenses indicated:

1. Present tense

_____	sumus
es	_____
_____	_____

2. Imperfect tense

poteram	_____
_____	poteratis
_____	_____

3. Future tense

_____	poterimus
poteris	_____
_____	_____

Instrument for measuring performance objective IVF

Write the singular and plural imperative of the following:

1. amo, amare
2. habito, habitare
3. habeo, habere
4. moneo, monere
5. specto, spectare
6. maneo, manere

Instrument for measuring performance objective VC

Describe briefly in one or two sentences the content of any three of the four myths listed below.

1. Latona and the Frogs
2. The Ant and the Grasshopper
3. Anna and the Bear
4. Diana and the Stars.

Attitudes

Instrument for measuring performance objective VI B,C.

It is difficult to evaluate objectively any change of attitude. The student should be developing an interest in Latin and the culture it represents as well as an appreciation of its contributions to modern society. How does a teacher evaluate such? A helpful guide would be to use conscientiously such a form as below.

Name	Participates in discussion groups			Seeks Projects			Is member of language club			Does research			Registers for another Latin class		
1. Jones, Mary	10/10 ✓			11/1 E			3/2 ✓						1/10 ✓		

Key

E - excellent

✓- acceptable

_ unacceptable

Name _____

Date _____

VERB STUDY SHEET

The pupil is told a particular verb with the person and number desired and he writes the synopsis.

	Present	Imperfect	Future			
Principal Parts of Verbs						

APPENDIX B

TRANSFORMATION DRILLS

1. Change the following sentences from singular to plural.

   1. Amita fabulam narrat.

   2. Casa est magna.

   3. Ara pulchra in silvā magnā est.

   4. Nauta casam habet.

   5. Dea bonae incolae cara est.

2. These or similar sentences can be given in the plural and the students told to transform to the singular.

3. Change the following verbs from singular to plural or vice versa.

   1. dat 2. vocas 3. narramus 4. habet

   5. ducunt 6. habitant 7. videmus 8. videtis

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